

University of Montana

ScholarWorks at University of Montana

University of Montana Course Syllabi

Open Educational Resources (OER)

Spring 2-1-2007

C&I 303.02: Educational Psychology and Measurement

Melinda M. Bollinger

University of Montana, Missoula, melinda.bollinger@umontana.edu

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi>

Let us know how access to this document benefits you.

Recommended Citation

Bollinger, Melinda M., "C&I 303.02: Educational Psychology and Measurement" (2007). *University of Montana Course Syllabi*. 11635.

<https://scholarworks.umt.edu/syllabi/11635>

This Syllabus is brought to you for free and open access by the Open Educational Resources (OER) at ScholarWorks at University of Montana. It has been accepted for inclusion in University of Montana Course Syllabi by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.

**C & I 303: Educational Psychology and Measurement
Spring 2007**

Instructor: Melinda M. Bollinger, NBCT

Office: ED 212 or ED102

Phone: 243-5387

Email: melinda.bollinger@mso.umt.edu

Office Hours: Mondays 2-3, Wednesdays 1-3, or by appointment.

Required Text and Materials:

Slavin, R.E. (2006). *Educational Psychology: Theory and Practice* (8th edition).

New York: Pearson.

Kohl, H. (1994). *"I won't learn from you" and other thoughts on creative maladjustment*. New York: New Press.

Blackboard Class Support Site: <http://umonline.umt.edu>

Course Description:

This course will examine the topic of how people learn as it applies to classroom teaching. Learning and developmental theories, instructional approaches, learning environments, and student assessment will be studied. **Admission to the UM SOE Teacher Education program is required for enrollment in this course.**

Course Objectives:

In this course, students will:

- Apply principles of motivation in the construction of learning activities.
- Identify and describe components of major learning theories.
- Describe how cognitive developmental processes interact with student learning and apply this knowledge to the classroom setting.
- Discuss positive and negative aspects of various instructional practices and understand the impact of various teaching methodologies on learning outcomes.
- Describe how various socio economic and cultural factors interact with learning.
- Discuss and apply concepts related to assessment in the classroom context.
-

Attendance:

Your attendance and active participation are vital to your success in this class. Lectures and class activities extend your understanding of the subject matter. If you are not in class, you may miss information and activities that are difficult to make-up. Please be on time and well-prepared for class. In cases of serious illness or emergencies, you are still responsible for any missed assignments or handouts. Email me as soon as possible for instructions. Grades for late assignments will be **reduced**. **More than four unexcused absences will result in grade reductions.**

Course Requirements:

- **Classwork and participation:** Participate in class discussions and projects. Your presence and active involvement is important to the success of these projects and will be factored into your grade.
- **Reading:** Read assigned chapters in our textbook in order to prepare for tests and to facilitate participation in class discussions and completion of in-class assignments.
- **Chapter assignments and presentations:** Complete the assignments as specified for each chapter.
- **Educational Autobiography:** Write a paper that chronicles your own educational experiences. Two drafts will be required.
- **Annotated Bibliography/ Book Report:** Annotate a bibliography of five professional articles. Review two books on education.
- **Tests:** Take three tests on information from the text.
- **Final group assignment:** Working in groups, you will choose a specific learning strategy to present and demonstrate to the class.

Grading Scale:

A	93-100 %
B	83-92 %
C	70-82 %
NCR	69 % or below.

Miscellany:

Ask me about food and drink as well as computer and cell phone usage.

Standards of Student Conduct:

Students have the responsibility to conduct themselves in a manner that does not impair the welfare or educational opportunities of others in the UM community. Students must act as responsible members of the academic community, respecting the rights, privileges, and dignity of others as well as refraining from actions, which interfere with normal university functions.

Disability Statement:

If you have a disability for which accommodations are needed for you to perform to your highest potential in this course, arrange a meeting with me during the first two weeks of the semester in which we will discuss what accommodations you need and will receive in this course.

Academic Misconduct:

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by The University of Montana. Academic misconduct is defined as all forms of academic dishonesty, including but not limited to **plagiarism, misconduct during an examination or academic exercise, unauthorized possession of examination or other course materials, submitting false information, submitting work previously presented in another course, improperly influencing conduct, or facilitating academic dishonesty.** All students need to be familiar with the Student Code, which is available for review online at <http://www.umt.edu/SA/VP/SA/index.cfm/page/1321>.

Emergency Preparedness and Response:

As members of a learning community we all have responsibilities for each other that extend beyond the teaching/learning experience and transcend our roles in that dimension. We are, as human beings, responsible for the protection and well-being of other members of our group, and one dimension of our individual and group responsibility in that area relates to how we prepare for, and respond to, emergencies.

- In the event we need to evacuate the building, our primary route will be down the east stairs through the east main doors. If that route is blocked, our secondary route will be down the west stairs through the west main doors.
- If you hear an alarm or are told to evacuate, always assume the emergency is real. Be sure to take coats, backpacks and valuables since the building may be closed for some time.
- Everyone should report to either the designated outdoor rally point or the indoor rally point (should conditions make it necessary to seek shelter in another building). Our outdoor rally point is **south of the Education Building** – at least 300 feet from the building. Our indoor rally point is in **McGill Hall**. We should reconvene as a group at the rally point so we can determine if anyone is missing.
- Do not use elevators as a means of evacuating and do not use cell phones until safely away from the building.
- As the instructor of this course, I would ask students who feel they may require assistance (i.e. medical condition) in evacuating to privately inform me of that need. Together we will preplan appropriate assistance.
- Please let me know whether or not you possess current first aid and/or CPR certification. This information will be passed on to the Facility Emergency Coordinator for use should a need for first aid expertise arise.

Dynamic Course Schedule:

Week 1: Educational Psychology and Teaching: Chapter 1.

Week 2: Development: Chapter 2.

Week 3: Development: Chapter 3.

- February 9: Educational Autobiography (Part 1) due.

Week 4: Diversity: Chapters 4 & 12.

- February 16: Test

Week 5: Diversity

- February 19: **Holiday!**
- February 21: *

Week 6: Learning Theories: Chapter 5.

Week 7: Learning Theories: Chapters 5-6.

- March 9: Annotated Bibliography/ Book Report (Part 1) due.

Week 8: Learning Theories: Chapters 6.

- March 16: Test

Week 9: Motivation: Chapter 10.

Week 10: **Spring Break**

Week 11: Lesson Planning: Assessment: Chapter 13 & 14.

- April 6: Annotated Bibliography/ Book Report (Part 2) due.

Week 12: Lesson Planning: Curriculum and Instruction: Chapters 7-9.

Week 13: Lesson Planning: Curriculum and Instruction: Chapters 7 –9

- April 20: Educational Autobiography (Part 2) due.

Week 14: Classroom Management Strategies: Chapter 11.

- April 23/24: OPI Assessment Conference in Helena.*

Week 15: Group Presentations

Week 16: Finals Week

- May 7: **Final** 10:00-12:00 AM.

*Instructor reserves the right to make adjustments to syllabus.